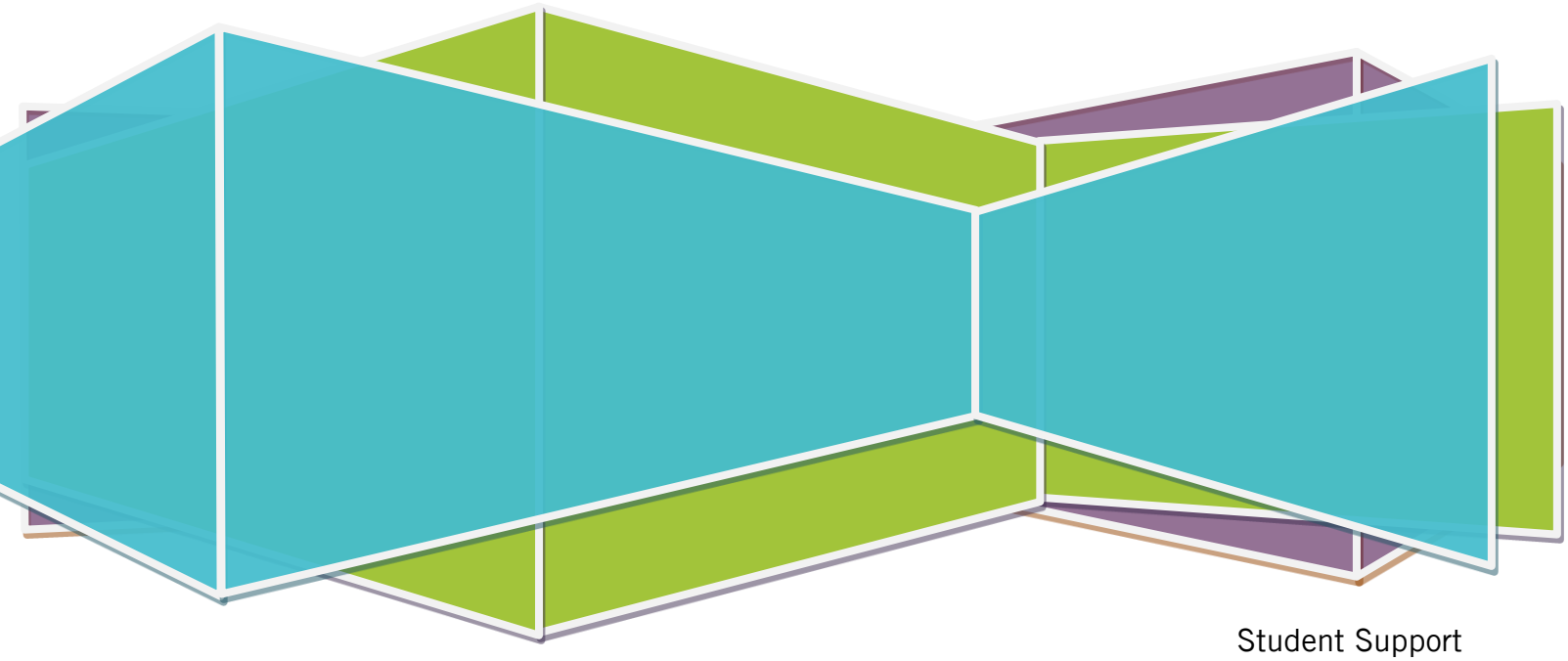
Surrey Schools
LEADERSHIP IN LEARNING

Education Assistant (EA) / Applied Behaviour Analysis Support Worker (ABA SW)

SUPPORT MODEL AND ALLOCATION PLANNING TOOL FOR PRINCIPALS



Student Support
October 2021

PREAMBLE

Education Assistants (EAs) and Applied Behaviour Analysis Support Workers (ABA SWs) are part of numerous school staffs and are valuable members of student support teams. EA/ABA SW supports are of significant value to students with special needs and often play a considerable role in facilitating student learning.

EA/ABA SWs work under the direction of teachers and under the general supervision of a teacher or school principal. Teachers are responsible for designing programs for students with special needs while, under the teacher's direction, EA/ABA SWs contribute to student program planning and implementation, and participate in the process of collecting data for the purpose of evaluating student progress. Teachers evaluate student progress and report to parents.

While EA/ABA SWs often provide critical learning supports, EA/ABA SW resources should be approached cautiously given the potential for adult supports to result in several unintended negative consequences students with special needs. Paraprofessional supports can, at times, become invasive, resulting in limited and lower quality peer interactions for the student with special needs, hindering student access to the curriculum, meaningful participation in instructional activities and reduced opportunities to develop independence.

EA/ABA SWs are one of several school supports available to assist students with special needs. Aside from when specialized services are required (e.g., ABA, EA-BT, Level II, ASL, Braille), EA/ABA SW resources are not assigned to individual students. Their allocation is at the discretion of the school administrator and is in support of the goals included in the student's Individual Educational Plan (IEP). The allocation of EA/ABA SW supports is flexible across the school day and across various school environments usually varying within and across school years. Support must lead toward increasing student independence and interdependence, should be as non-intrusive as possible, and should fit into an overall learning plan for the student. Planning for growing independence involves an intentional progression towards reduced supports wherever possible. Legitimate reductions in needed supports equate to increased student independence.

The effective allocation of EA/ABA SW supports is complex and challenging. The EA/ABA SW Allocation Tool for Principals assists with the process of planning for the operative use of EA/ABA SW hours within the specific context of each school environment. To this end, the tool facilitates flexible, school-based management of EA/ABA SW supports. Decisions regarding EA/ABA SW resource allocation are based upon thorough assessments of individual student needs as they manifest within particular classroom environments and during specific school activities.

FRAMEWORK

The EA/ABA SW Allocation Planning Tool for Principals

1. *Hierarchy of Student Needs*
2. *EA/ABA SW Proximities Charts*
3. *EA/ABA SW Allocation Support Plan for Student*
4. EA/ABA SW Master Schedule Planning Charts (optional)

District EA/ABA SW Allocation Process

- Board provides EA/ABA SW hour allocations to Student Support (based upon projections for fall).
- Student Support allocates EA/ABA SW staffing quantities to schools in relation to the *Student Needs Assessment by Functional Domain* documents completed by schools, while ensuring that the allocations are within the budget provided by the Board.
- Schools receive EA/ABA SW hour allocations.

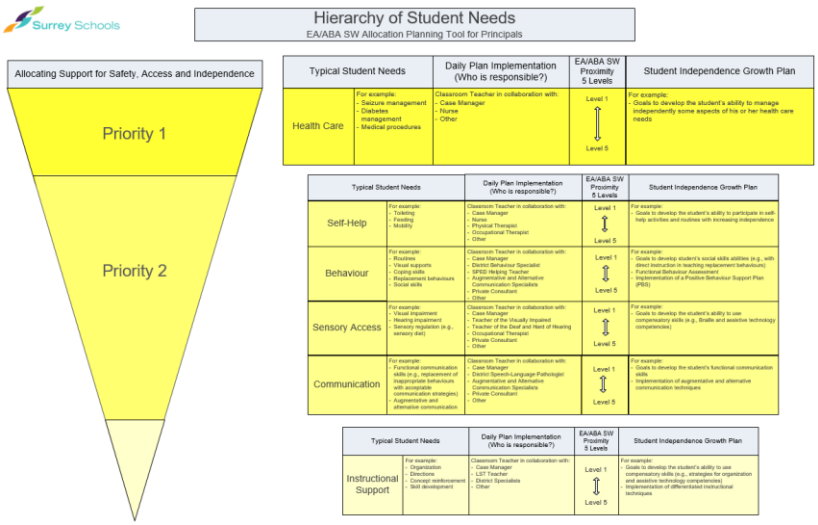
School EA/ABA SW Allocation Process

Step 1 – Gathering Information

In planning for the fall, and throughout the following school year, school administration completes a thorough evaluation of the support requirements of each student with special needs as these requirements exist within each environment and through each activity in which the student participates.

Using this information, school administration uses the EA/ABA SW Allocation Planning Tool for Principals to allocate EA/ABA SW supports within the school.

Step 2 – Hierarchy of Student Needs



School administration uses the *Hierarchy of Student Needs* resource to allocate EA/ABA SW resources in support of Priority #1 needs first and then moving downwards to Priority #2 and #3 needs. This is to say, no students should receive any instructional support from EA/ABA SWs, unless all Priority 1 & 2 needs are met. Instructional support falls under the purview of the classroom teacher it may be supplemented by the Learner Support Team teacher.

Step 3 – EA/ABA SW Proximities Chart

Using the *EA/ABA SW Proximities Chart*, the school administration plans for how EA/ABA SW supports will be delivered in terms of the EA/ABA SWs proximity to the student and in terms of varying proximities across environments and across the school day and week. Opportunities for the students to function independently are built into the schedule using the student's existing skill levels, and consideration is given to incorporating additional opportunities for student independence as the school year progresses. Initial plans are formed for developing the staff and student skills and for generating the environmental adaptations required for increasing student independence.

Surrey Schools

EA/ABA SW Proximities
EA/ABA SW Allocation Planning Tool for Principals

EA/ABA SW Proximity Level 1	EA/ABA SW Proximity Level 2	EA/ABA SW Proximity Level 3	EA/ABA SW Proximity Level 4	EA/ABA SW Proximity Level 5
The EA/ABA SW is elsewhere in the school. The EA/ABA SW is called upon to support the student only as needed from time to time during the school day	The EA/ABA SW is in the classroom part of the day. The EA/ABA SW is available to support all of the students in the class.	The EA/ABA SW is in the classroom part of the day. The EA/ABA SW supports the student with specific activities such as with personal care needs and with transitions to new tasks.	The EA/ABA SW is in the classroom for most of the school day. The EA/ABA SW monitors and/or supervises the student and provides occasional, individual support (close, side-by-side proximity.)	The EA/ABA SW is in the classroom throughout school day. The EA/ABA SW provides ongoing support to the student (close, side-by-side proximity.)

Level 1 - Examples

Priority 1 – Examples *Health Care*	Priority 2 – Examples *Self-Help*	Priority 2 – Examples *Behaviour*	Priority 2 – Examples *Sensory Access*	Priority 2 – Examples *Communication*	Examples *Instructional Support*
- Grade 4 student who has diabetes and who is able to participate independently in most classroom activities - EA supports the student with glucose monitoring only during specific times of the school day	- Grade 3 student who travels in a wheelchair and who is able to participate independently in most classroom activities - EA/ABA SW supports the student with toileting periodically during the school day	- Grade 2 student who experiences difficulty with emotional regulation and who demonstrates challenges managing appropriately and effectively his frustration with other students while on the playground during recess and lunch - EA/ABA SW supports the student in using strategies fostering the student's development of positive behaviours, possibly including techniques for managing frustration and for interacting successfully with peers	- Grade 9 student who is blind, who is able to participate independently in most classroom activities, but who requires explicit instruction in learning to travel via mobility cane to new locations - EA/ABA SW supports the student in traveling to and from new classes at the beginning of the semester	- Grade 11 student who uses an electronic communication device and who is able to participate independently in most modified classroom activities - EA/ABA SW supports the student in making minor alterations to the device content to address specific events occurring during the school week and in addressing device repair requirements	- Grade 10 student who uses dictation software independently to complete most English 10 assignments and who requires support editing content containing recently introduced vocabulary - EA/ABA SW supports the student in editing written work only from time to time at the student's or the Classroom Teacher's request

Level 2 - Examples

Priority 1 – Examples *Health Care*	Priority 2 – Examples *Self-Help*	Priority 2 – Examples *Behaviour*	Priority 2 – Examples *Sensory Access*	Priority 2 – Examples *Communication*	Examples *Instructional Support*
- Grade 2 student who is able to participate independently in most classroom activities and who requires some monitoring of medical needs during part of the school day - EA/ABA SW monitors the student's medical status while assisting other students in the class	- Grade 8 student who experiences some left arm paralysis in combination with some cognitive challenges, who is able to participate independently in most subject area classes but who experiences some limitations participating meaningfully in a foods and nutrition class - EA/ABA SW is with the student during the foods and nutrition class providing the student with support as needed while also assisting other students	- Grade 1 student who is able to use calming strategies effectively most of the time to reduce anxiety during math lessons but who continues to require some prompting to use these strategies when new math concepts are introduced - EA/ABA SW monitors the student and provides prompts as needed while supporting other students in the class	- Grade 3 student with a bilateral moderate hearing loss who uses hearing aids and an FM system to access auditory information and who experiences speech and language delays. - EA/ABA SW supports the student's use of equipment and facilitates the student's access of auditory information. The EA/ABA SW provides support as needed while assisting other students in the class.	- Grade 6 student who is able to use an electronic communication device independently but who requires prompting to use it to communicate with his peers during cooperative work times - EA/ABA SW monitors the student's use of the device during specific class activities, prompting and assisting the student as needed while supporting other students in the class	- Grade 5 student who is able to complete most class activities independently but who experiences difficulty beginning assignments and prioritizing tasks - EA/ABA SW supports the student with breaking down longer assignments or projects into manageable chunks and with developing a prioritized personal work schedule

Level 3 - Examples

EA/ABA SW Proximities – Page 2

Priority 1 – Examples *Health Care*	Priority 2 – Examples *Self-Help*	Priority 2 – Examples *Behaviour*	Priority 2 – Examples *Sensory Access*	Priority 2 – Examples *Communication*	Examples *Instructional Support*
- Grade 2 student who is able to participate independently in most classroom activities and who requires some monitoring of medical needs during part of the school day - EA/ABA SW monitors the student's medical status while assisting other students in the class	- Grade 3 student who is able to participate in some classroom activities independently but who requires supervision and assistance to ensure his safety while eating his recess snack and his lunch - EA/ABA SW supervises the student during times in which the student is eating and provides assistance as needed	- Grade 8 student who is able to complete most academic tasks independently, who experiences significant difficulties with organization and who shuts down upon being presented with new assignments in his Science 8 class - EA/ABA SW supports the student in the use of coping strategies as needed during task start-up times	- Grade 5 student with significant cognitive delay in combination with a profound hearing loss and who uses a cochlear implant and FM equipment to access auditory information - EA/ABA SW supports the student's use of the equipment and fosters the development of the auditory verbal processing skills required for increased independent access of auditory information.	- Grade 10 student who uses an electronic communication device in combination with visual supports for communication and who experiences significant anxiety when beginning new academic tasks - EA/ABA SW monitors the student and provides supports as needed to support the student's use of the communication device and to prompt the student in the use of calming strategies as needed	- Grade 9 student with brain injury who is able to participate in most classroom activities independently but who requires assistance reviewing key concepts before writing tests in his Science 9 and Math 9 classes - EA/ABA SW supports the student in reviewing key concepts before the student writes Science 9 and Math 9 tests

Level 4 - Examples

Priority 1 – Examples *Health Care*	Priority 2 – Examples *Self-Help*	Priority 2 – Examples *Behaviour*	Priority 2 – Examples *Sensory Access*	Priority 2 – Examples *Communication*	Examples *Instructional Support*
- Grade 2 student who experiences seizures from time to time - EA/ABA SW monitors the student's medical status throughout the day with occasional close, side by side proximity	- Grade 3 student who travels in a wheelchair and who requires assistance with some tasks as a result of limited hand and arm mobility - EA/ABA SW monitors the student and provides assistance with tasks such as accessing textbooks and putting on and taking off his coat as needed throughout the school day	- Grade 1 student who makes frequent and inappropriate comments while the Classroom Teacher instructs the class - EA/ABA SW monitors the student and provides support in the use of strategies fostering the development of positive behaviours	- Grade 2 student who experiences significant developmental delay and who requires targeted and intensive sensory input. - EA/ABA SW facilitates the student's participation in a specifically designed sensory diet. The EA/ABA SW monitors the student's participation in classroom activities providing occasional assistance as needed	- Grade 3 student who uses a picture based communication system with support - EA/ABA SW monitors the student and provides support as needed to encourage the student's effective use of the communication system and to facilitate interactions between the student and his peers	- Kindergarten student who demonstrates limited school readiness skills - EA/ABA SW monitors the student and provides support as needed with listening activities, turn-taking with other students, and organizing personal belongings.

Level 5 - Examples

Priority 1 – Examples *Health Care*	Priority 2 – Examples *Self-Help*	Priority 2 – Examples *Behaviour*	Priority 2 – Examples *Sensory Access*	Priority 2 – Examples *Communication*	Examples *Instructional Support*
- Grade 1 student who is medically fragile, who experiences developmental delay, who travels in a wheelchair and who requires assistance with most tasks - EA/ABA SW is within close proximity of the student providing support with procedures such as positioning to facilitate breathing or to alleviate pain	- Grade 1 student who is medically fragile, who experiences developmental delay, who travels in a wheelchair and who requires assistance with most tasks - EA/ABA SW is within close proximity of the student providing support with mobility, toileting and feeding via G-tube	- Kindergarten student who demonstrates minimal school readiness skills in combination with significant difficulty managing frustration appropriately - EA/ABA SW is within close proximity of the student providing support in the use of strategies fostering the development of positive coping behaviours	- Grade 2 student who experiences hearing and vision loss, who has developmental delay, who is nonverbal and who travels in a wheelchair. - EA/ABA SW is within close proximity of the student providing environmental information and facilitating the student's participation in functional routines	- Kindergarten student who experiences developmental delay, is nonverbal and travels in a wheelchair - EA/ABA SW is within close proximity of the student providing support in the student's use of an object-based calendar system and in facilitating interactions between the student and his peers	- Grade 2 student who experiences significant developmental delay, who is nonverbal and who travels in a wheelchair - EA/ABA SW is within close proximity of the student facilitating learning opportunities in basic concepts via the student's participation in functional routines

Step 4

- School administration allocates EA/ABA SW staffing within the school.
- Resources are assigned to classes and not to specific students, except where specialized services (e.g., Level II EA, ABA SW, EA-BT, Braille, Autism) are required.

Step 5

School administration generates an EA/ABA SW master schedule. The schedule is flexible and is adjusted throughout the school year as students' support needs change (e.g., students are able to function independently as a result of skill acquisition, students new to the school are in need of learning supports).

Step 6

School staff (in consultation with Student Support staff, outside agency supports, parents and - whenever possible - with students) complete an *EA/ABA SW Allocation Support Plan for Student*. Plans for developing student independence and interdependence are generated and documented.

Step 7

School teams plan for building school based capacities to meet current and future student support needs and to facilitate the on-going development of student independence.

Do:

- Develop an efficient system for the on-going gathering of accurate and timely information regarding the support requirements of students with special needs.
- Consult with school staff, district resource staff, outside agency supports, parents and, the student (whenever possible) to determine individual students' specific support requirements.
- Draw upon district and outside agency specialists to develop quality educational plans for students and to assist with relevant in-service for developing school-based capacity to meet students' needs.

Simplicity

Role and function of an Education Assistant/Applied Behaviour Analysis Support Worker:

1) To ensure that a child with unique needs is physically safe.

2) To support the Educational Plan for the student(s) under the direction of the teacher.

Complexity

- Growth Rate in Complex students requiring EA/ABA SW support
- Significant Individual Differences within Low Incidence Categories
- Legal Obligations: Special Education Policy, related Legislation, and Research
- District and School Educational Planning
- Narrative of ‘More is Better’

District and School Planning

- Individual student support needs must be reflective of the Ministry's Special Education Criteria.

- Educational decision making made as "close" to the child as possible enables responsiveness, integrated resources, and flexibility of educational planning.

- A focused priority on the earliest and least intrusive intervention that is embedded in a systems approach to educational design.

- Key to educational planning for student with low incidence special needs is increased independence through the quality "fading" of supports, minimizing "learned helplessness", and providing quality "transition planning" (in school and beyond).

Narrative of 'More is Better'

- A student's educational plan determines the type of resource required to most appropriately support independence / interdependence. The allocation of EA/ABA SW should be secondary and as a result of quality educational planning.

- District actions must support the primacy and capacity building of the school and classroom environment.

- Resources can be used most effectively to enhance capacity when they are applied in response to a system analysis.

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LEADERSHIP IN LEARNING

EA/ABA SW Allocation Planning Tool for Principals

Guiding Principles

An important consideration to keep in mind when working with a student is that there is a possibility that the student will become overly dependent on the adult helper. A student who becomes dependent on the teacher assistant to perform skills is not ready to generalize the skill to the community. As much as possible, the teacher and assistant need to be aware of this and plan interventions which result in minimum dependency. Developing independence should be a priority along with each goal set for the student.

- Special Education Services, A Manual of Policies Procedures and Guidelines
Working with a Teacher Assistant

EA / ABA SW / EA BT HOUR ALLOCATIONS

The EA/ABA SW allocations determined by Student Support are assigned in accordance with reported student needs, with the highest level of support assigned to students who have the greatest level or need (e.g., those who are physically dependent, Deafblind, or have complex medical needs), and when specialized services (e.g., Sign Language Interpreter, ABA Support Worker, EA-Behaviour Technician or Level II EA) are required.

With the exception of students receiving specialized support, EA/ABA SW hours are assigned to the school—not to individual students; this provides principals and vice-principals with the ongoing flexibility to assign EA/ABA SWs in accordance with student needs that may fluctuate week-to-week, and within a school year in accordance with *Individual Education Plan (IEP)* goals.

The names of each student receiving specialized supports (e.g., ABA SW, EA-Behaviour Technician, ASL Interpreter (VLI), Braille, Level II EA support) and the respective number of hours of support assigned to that student are noted on the planning sheet.

Given the variable needs of students who are Deaf or Hard of Hearing or Visually Impaired (e.g., some require intensive communication support, whereas others do not), associated EA/ABA SW support is noted the planning sheets as "EA/ABA SW Designated". On occasion, students with other special considerations will also be noted as "EA/ABA SW Designated". For all other students, their name and the total number of hours assigned to the group of students receiving EA/ABA SW support (e.g., no specialized support) is school noted.

EA/ABA SW supports, that are implemented with a profound respect for the student's right to quality educational experiences involving meaningful access to instructional activities and including deliberately planned independence building opportunities, are based upon the following principles.

HELPING VERSUS HOVERING

The goal for all children is independence. Children who have special needs that require close proximity of EA/ABA SWs are vulnerable to the effects of adult interference - particularly when placed in inclusive classrooms. There is considerable research in this area, suggesting the following:

- Interference with ownership and responsibility by general educators (e.g., the Physical Education Teacher plans an activity for the class, and defers to the EA/ABA SW to determine the manner in which the child with special needs might participate);
- Separation from classmates (e.g., EA/ABA SWs take students shopping, or to participate in a parallel curriculum;
- Dependence on adults (e.g., students become accustomed to having an adult "do" for them)
- Impact on peer interactions (e.g., students spend the majority of their day interacting with adults rather than peers, and peers may be reluctant to approach the student who is with an EA/ABA SW);
- Limitations on receiving teacher instruction (e.g., teacher training differs from EA/ABA SW training and so task mastery will differ);
- Interference with instruction of other students (e.g., students without disabilities may be more focused on the work of the EA/ABA SW and the student with special needs, than the teacher).

APPROPRIATE AND EFFECTIVE EA / ABA SW SUPPORTS

Appropriate and Effective EA/ABA SW supports:

- Play an essential role in supporting students with special needs.
- Are environmental adaptations that fade as student competencies grow.
- Are effective in facilitating student access to learning opportunities and in fostering the development of student independence when these supports are as non-intrusive as possible and when they are part of a comprehensive learning plan.
- Bridge the gaps between complete student dependence upon adult supports and partial and full student participation in activities of personal care, self-management and academic learning.
- Involve deliberate planning for the cultivation of student independence, for the development of interdependence between the student with special needs and other students and school staff and for the promotion of student reliance upon natural supports in circumstances in which on-going support is required. (In contrast to potentially intrusive EA/ABA SW supports, natural supports include assistance from the classroom teacher and from other students.)
- Are part of a global learning plan beginning in the primary grades and continuing throughout the student's school career through which the student is provided with opportunities to develop independence; thus facilitating the student's successful transition from secondary school to adulthood.
- That facilitate the development of independence or interdependence during the student's school years are part of the most successful plans to prepare students for life outside of school and after graduation.
- Implemented without thoughtful planning for nurturing student independence sometimes result in the development of excessive student dependence upon adult supports, limited and inferior student and peer interactions and restricted student access to the classroom teacher and to competent instruction.
- Are allocated within the school with administrative guidance and are based upon global understandings of specific student needs in given environments and through specific activities.
- Are allocated to the classroom only after the completion of a pragmatic analysis of the environment and of the student's needs. EA/ABA SW supports specifically target these needs and are reflective of the Ministry of Education Special Education criteria. (Additional information available at http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf
- Are allocated after educational planning has occurred, are assigned to support student access needs and are one of several strategies put in place to facilitate the development of student independence or interdependence.

The quantity and quality of explicit, intentional planning for the cultivation of student independence in combination with the resulting long and short term reductions in required supports are legitimate measures of the quality of educational planning and of the delivery of support services.

References: *Support Networks for Inclusive Schooling,* Vandercook and York and SD36 *Education Services Newsletter*, Volume 3, Issue, Winter 2010/2011

EA/ABA SW ROLES AND RESPONSIBILITIES

The BC Ministry of Education *Special Education Services: A Manual of Policies, Procedures and Guidelines* includes the following information describing the EA role.

- A board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties;
- Teachers are responsible for designing programs for students with special needs;
- Under a teacher's direction, EA/ABA SWs carry out a key role in program planning and implementation for students with special needs (e.g., supporting personal care needs);
- EA/ABA SWs may assist in the collection of data for the purpose of evaluating student progress. Teachers are responsible for evaluating and reporting on student progress to parents; and
- EA/ABA SWs work under the direction of a teacher and under the general supervision of a teacher or school principal.

Additional and more detailed information about the EA/ABA SW role is available in the *Guidebook for EA/ABA SWs* as well as in *Roles and Responsibilities of Teachers and Teachers Assistants* document available on the BCTF site.

SUGGESTIONS FOR TEACHERS WORKING WITH EA/ABA SWs

To the Teacher:

- Promote a culture of mutual respect and consideration, open communication and meaningful collaboration in which the EA/ABA SW is aware of the important role he or she plays as a valued member of the educational team supporting the student with special needs.
- Engage in on-going consultation and collaboration with the EA/ABA SW.
- Discover the EA/ABA SWs strengths and plan with the EA/ABA SW to use them effectively.
- Encourage the EA/ABA SW to demonstrate initiative in supporting students with specials needs.
- Ensure that the EA/ABA SW works under your (the Teacher's) guidance.
- Communicate that you (the Teacher) are primarily responsible for the student with special needs (e.g., have the EA/ABA SW work with other students while you provide direction instruction to the student with special needs).
- Provide the EA/ABA SW with clear and accurate information about the EA/ABA SWs role (e.g., be very specific about the information that the EA/ABA SW can communicate with parents).
- Be clear that the EA/ABA SW is not a teacher and is not required to fulfil teacher responsibilities (e.g., teaching the class, reporting student progress to parents).
- Plan in advance for the EA/ABA SWs role in the classroom and establish several regular routines and duties for the EA (e.g., include a column in your daybook for the EA/ABA SW).
- Intentionally plan with the EA/ABA SW various ways to provide the student with opportunities to develop independence and interdependence (e.g., model for the EA/ABA SW how to step back and allow the student to work through tasks independently while continuing to offer support as needed, assign the EA/ABA SW to various duties other than working with the student with special needs).
- Make constructive suggestions to the EA/ABA SW, provide examples how to best support students and model strategies and techniques.
- Use an encouraging and sensitive approach when redirecting the EA/ABA SW and when offering suggestions.

FACT SHEET

Provincial and local school district educational policies do not include the requirement to provide EA/ABA SW supports to students with special needs.

Some students require individual attention across the school day and throughout their school careers that will not be lessened as a result of early intervention or other forms of support.

Standardized processes for determining EA/ABA SW allocations to schools encourage appropriate and fair resource allocation across the district.

Effective use of EA/ABA SW supports involves school level flexibility, is site managed and is based upon a thorough exploration and evaluation of a student's needs within the local school context.

With the exception of ABA Support Workers and EAs providing specialized support, the allocation of EA supports at the school level is at the discretion of the school administrator.

EA/ABA SW supports are effective when they are part of an overall plan to develop student independence and when they are implemented in combination with explicitly planned strategies to avoid fostering student dependence upon intrusive adult supports.

Inappropriately implemented EA/ABA SW supports can unintentionally promote:

- limited and lower quality peer interactions for the student with special needs;
- excessive student dependence upon adult supports;
- the development of isolated EA/ABA SW-student relationships;
- limited student access to the curriculum;
- barriers to the student's meaningful participation in instructional activities;
- limited student access to competent instruction;
- interference in the student's participation in the creative learning process;
- the loss of personal control for the student;
- elicit inappropriate student behaviours; and
- limited teacher engagement with the student.

EA/ABA SW supports implemented with explicit plans to fade the type and intensity of supports, in combination with intentionally planned opportunities to develop student independence and interdependence, result in short- and long-term increases in a student's ability to function independently and thereby require less support.

References: Causton-Theoharis and Burdick, 2008; Glangreco, Edelman, Luiselli and MacFarland, 1997; Malmgren and Causton-Theoharis, 2006; *Support Networks for Inclusive Schooling,* Vandercook and York, 1990; *Education Services Newsletter*, Volume 3, Issue, Winter 2010/2011.

REVIEW OF STUDENT SUPPORT NEEDS BY FUNCTIONAL DOMAIN

The *Review of Student Support Needs by Functional Domain* is used to complete a thorough evaluation of the needs of each student within the context of each environment and through each activity in which the student will participate allocate, and it is this document that generates school-based EA/ABA SW hours.

HIERARCHY OF STUDENT NEEDS

Once hours are allocated to the school, the principal in collaboration with members of the educational team uses the *Hierarchy of Student Needs* resource to allocate hours to individual students. The Hierarchy of Student Needs facilitates the allocation of school EA/ABA SW supports to address Priority #1 needs first, and then extending to Priority #2 and #3 needs.

Priority #1 - Health Care Needs

Medical/health needs are the highest priority. These includes basic and essential health care needs without which a child could not attend school. Some examples include g-tube feeding, suctioning, glucose monitoring and management.

Priority #2 - Access Needs

This area of priority includes self-help, behaviour, sensory access and essential communication needs the management of which is essential for facilitating student access to the learning environment or to the instructional opportunity. Self-help access needs may include some feeding and hygiene supports, assistance with dressing, or support learning classroom routines and developing executive functioning. Behaviour access needs may include supports with learning replacement behaviours that may be a danger to the student or to others or may lead to significant disruptions in the classroom. Sensory access needs may include supports required to access print information as a result of a visual impairment, supports required to access direct instruction as a result of a hearing loss and supports required to assist with sensory regulation. Communication access needs may include supports with developing functional communication skills and the use of augmentative and alternative communication techniques.

Priority #3 - Instructional Support Needs

This grouping of needs refers to specific instructional interventions for individuals or small groups of students, which occur under the direction of the Classroom and/or Support Teacher.

EA/ABA SW PROXIMITIES CHART

In allocating EA/ABA SW supports based upon the *Hierarchy of Student Needs*, consideration is given to the function of the allocated support, to the individual student needs as they exist across environments and through learning activities and to the specific details regarding how the EA/ABA SW support will be provided. The *EA/ABA SW Proximities Chart* is a resource designed to assist in this planning process and, to this end, includes five EA proximity levels with brief student examples of each support need (as included in the Hierarchy of Student Needs) across each proximity level.

Intensity of student need is not necessarily linked to the EA/ABA SW proximity. For instance, some students are allocated EA/ABA SW supports based upon a Priority 1 Health Care need (e.g., head motion control) and require an EA/ABA SW at close proximity at all times while other students who are also allocated supports based upon Priority 1 Health Care needs (e.g., a student who experiences tonic/clonic seizures) may only require occasional close EA/ABA SW proximity.

The *EA/ABA SW Proximities Chart* uses bright pink to indicate a high degree of student independence (time without EA/ABA SW support) in combination with the furthest EA/ABA SW proximity. The lightest shade of pink indicates the most minimal degree of student independence (EA/ABA SW support required throughout most of the school day) in combination with the closest EA/ABA SW proximity available.

EA/ABA SW PROXIMITIES

Level 1

- The EA/ABA SW is elsewhere in the school.
- The EA/ABA SW is called upon to support the student only as needed from time to time during the school day.

Level 2

- The EA/ABA SW is in the classroom part of the day.
- The EA/ABA SW is available to support all of the students in the class.

Level 3

- The EA/ABA SW is in the classroom part of the day.
- The EA/ABA SW supports the student with specific activities such as with personal care needs and with transitions to new tasks.

Level 4

- The EA/ABA SW is in the classroom for most of the school day.
- The EA/ABA SW monitors and/or supervises the student and provides occasional, individual support (close, side-by-side proximity).

Level 5

- The EA/ABA SW is in the classroom the throughout school day.
- The EA/ABA SW provides on-going support to the student (close, side-by-side proximity).

ALLOCATION SUPPORT PLAN FOR STUDENT

The *EA/ABA SW Allocation Support Plan for Student* provides a means of documenting the function of EA/ABA SW supports provided to students, the associated EA/ABA SW proximities and a brief summary of the plans for encouraging the development of student independence and interdependence.

EA/ABA SW ALLOCATION PLANNING SHEETS

Each year, the EA/ABA SW allocations determined by Student Support are to be assigned in accordance with student needs, with the highest level of support assigned to students who have the greatest level of need (e.g., those who are physically dependent, Deafblind, or have complex medical and/or other multiple needs), and when specialized services (e.g., Sign Language Interpreter, ABA Support Worker, Deafblind Intervenor or Level II EA) are required.

Specialized supports include the following:

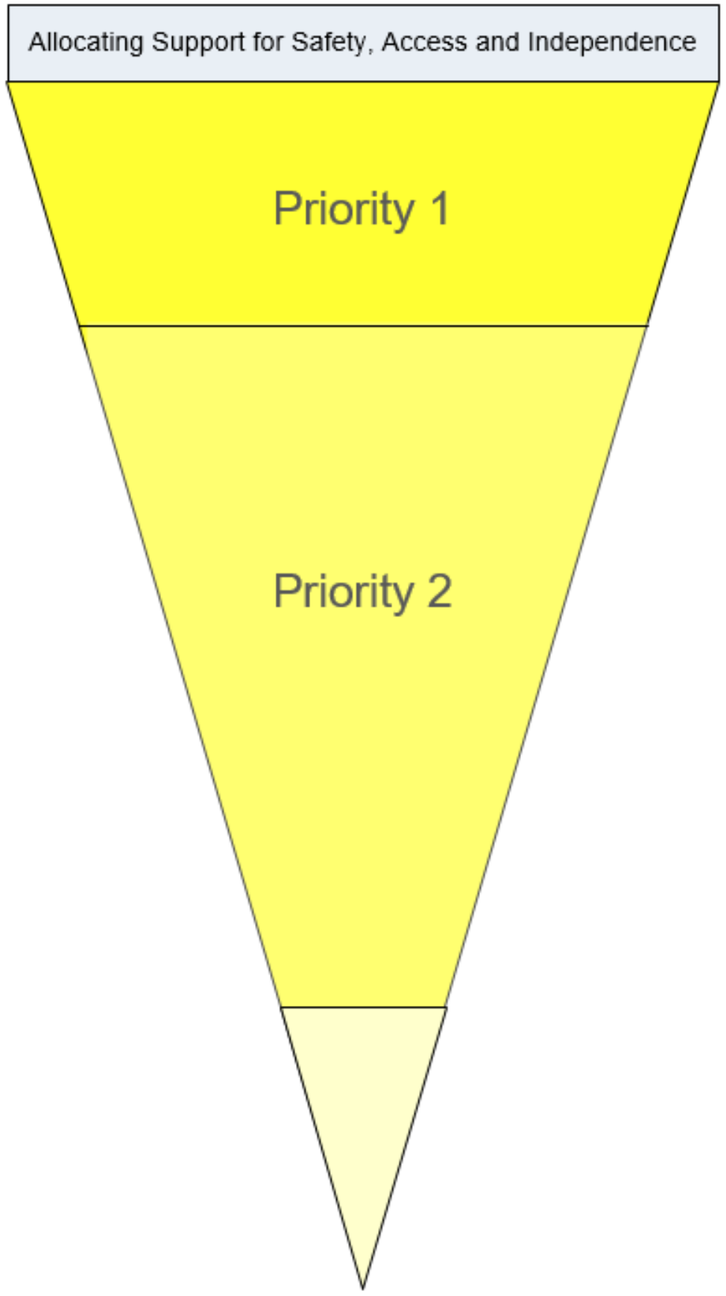
a) ABA SW;
b) EA-Behaviour Technician (EA-BT);
c) ASL Interpreter (EVLI);
d) Braille; and
e) EA-Level II.

These supports are student specific, and are noted on the planning sheets as EA/ABA SW designated.

Please watch the *Weekly Memo* for information regarding procedures and forms that will be necessary to complete for the upcoming school year.

Hierarchy of Student Needs

EA/ABA SW Allocation Planning Tool for Principals



Typical Student Needs		Daily Plan Implementation (Who is responsible?)	EA/ABA SW Proximity 5 Levels	Student Independence Growth Plan
Health Care	For example: - Seizure management - Diabetes management - Medical procedures	Classroom Teacher in collaboration with: - Case Manager - Nurse - Other	Level 1 ⇕ Level 5	For example: - Goals to develop the student's ability to manage independently some aspects of his or her health care needs

Typical Student Needs		Daily Plan Implementation (Who is responsible?)	EA/ABA SW Proximity 5 Levels	Student Independence Growth Plan
Self-Help	For example: - Toileting - Feeding - Mobility	Classroom Teacher in collaboration with: - Case Manager - Nurse - Physical Therapist - Occupational Therapist - Other	Level 1 ⇕ Level 5	For example: - Goals to develop the student's ability to participate in self-help activities and routines with increasing independence
Behaviour	For example: - Routines - Visual supports - Coping skills - Replacement behaviours - Social skills	Classroom Teacher in collaboration with: - Case Manager - District Behaviour Specialist - SPED Helping Teacher - Augmentative and Alternative Communication Specialists - Private Consultant - Other	Level 1 ⇕ Level 5	For example: - Goals to develop student's social skills abilities (e.g., with direct instruction in teaching replacement behaviours) - Functional Behaviour Assessment - Implementation of a Positive Behaviour Support Plan (PBS)
Sensory Access	For example: - Visual impairment - Hearing impairment - Sensory regulation (e.g., sensory diet)	Classroom Teacher in collaboration with: - Case Manager - Teacher of the Visually Impaired - Teacher of the Deaf and Hard of Hearing - Occupational Therapist - Private Consultant - Other	Level 1 ⇕ Level 5	For example: - Goals to develop the student's ability to use compensatory skills (e.g., Braille and assistive technology competencies)
Communication	For example: - Functional communication skills (e.g., replacement of inappropriate behaviours with acceptable communication strategies) - Augmentative and alternative communication	Classroom Teacher in collaboration with: - Case Manager - District Speech-Language Pathologist - Augmentative and Alternative Communication Specialists - Private Consultant - Other	Level 1 ⇕ Level 5	For example: - Goals to develop the student's functional communication skills - Implementation of augmentative and alternative communication techniques

Typical Student Needs		Daily Plan Implementation (Who is responsible?)	EA/ABA SW Proximity 5 Levels	Student Independence Growth Plan
Instructional Support	For example: - Organization - Directions - Concept reinforcement - Skill development	Classroom Teacher in collaboration with: - Case Manager - LST Teacher - District Specialists - Other	Level 1 ⇕ Level 5	For example: - Goals to develop the student's ability to use compensatory skills (e.g., strategies for organization and assistive technology competencies) - Implementation of differentiated instructional techniques

EA/ABA SW Proximities

EA/ABA SW Allocation Planning Tool for Principals

EA/ABA SW Proximity Level 1	EA/ABA SW Proximity Level 2	EA/ABA SW Proximity Level 3	EA/ABA SW Proximity Level 4	EA/ABA SW Proximity Level 5
The EA/ABA SW is elsewhere in the school. The EA/ABA SW is called upon to support the student only as needed from time to time during the school day	The EA/ABA SW is in the classroom part of the day. The EA/ABA SW is available to support all of the students in the class.	The EA/ABA SW is in the classroom part of the day. The EA/ABA SW supports the student with specific activities such as with personal care needs and with transitions to new tasks.	The EA/ABA SW is in the classroom for most of the school day. The EA/ABA SW monitors and/or supervises the student and provides occasional, individual support (close, side-by-side proximity.)	The EA/ABA SW is in the classroom throughout school day. The EA/ABA SW provides ongoing support to the student (close, side-by-side proximity.)

Level 1 - Examples

Priority 1 – Examples *Health Care*	Priority 2 – Examples *Self-Help*	Priority 2 – Examples *Behaviour*	Priority 2 – Examples *Sensory Access*	Priority 2 – Examples *Communication*	Examples *Instructional Support*
- Grade 4 student who has diabetes and who is able to participate independently in most classroom activities - EA/ABA SW supports the student with glucose monitoring only during specific times of the school day	- Grade 3 student who travels in a wheelchair and who is able to participate independently in most classroom activities - EA/ABA SW supports the student with toileting periodically during the school day	- Grade 2 student who experiences difficulty with emotional regulation and who demonstrates challenges managing appropriately and effectively his frustration with other students while on the playground during recess and lunch - EA/ABA SW supports the student in using strategies fostering the student's development of positive behaviours, possibly including techniques for managing frustration and for interacting successfully with peers	- Grade 9 student who is blind, who is able to participate independently in most classroom activities, but who requires explicit instruction in learning to travel via mobility cane to new locations - EA/ABA SW supports the student in traveling to and from new classes at the beginning of the semester	- Grade 11 student who uses an electronic communication device and who is able to participate independently in most modified classroom activities - EA/ABA SW supports the student in making minor alterations to the device content to address specific events occurring during the school week and in addressing device repair requirements	- Grade 10 student who uses dictation software independently to complete most English 10 assignments and who requires support editing content containing recently introduced vocabulary - EA/ABA SW supports the student in editing written work only from time to time at the student's or the Classroom Teacher's request

Level 2 - Examples

Priority 1 – Examples *Health Care*	Priority 2 – Examples *Self-Help*	Priority 2 – Examples *Behaviour*	Priority 2 – Examples *Sensory Access*	Priority 2 – Examples *Communication*	Examples *Instructional Support*
- Grade 2 student who is able to participate independently in most classroom activities and who requires some monitoring of medical needs during part of the school day - EA/ABA SW monitors the student's medical status while assisting other students in the class	- Grade 8 student who experiences some left arm paralysis in combination with some cognitive challenges, who is able to participate independently in most subject area classes but who experiences some limitations participating meaningfully in a foods and nutrition class - EA/ABA SW is with the student during the foods and nutrition class providing the student with support as needed while also assisting other students	- Grade 1 student who is able to use calming strategies effectively most of the time to reduce anxiety during math lessons but who continues to require some prompting to use these strategies when new math concepts are introduced - EA/ABA SW monitors the student and provides prompts as needed while supporting other students in the class	- Grade 3 student with a bilateral moderate hearing loss who uses hearing aids and an FM system to access auditory information and who experiences speech and language delays. - EA/ABA SW supports the student's use of equipment and facilitates the student's access of auditory information. The EA/ABA SW provides support as needed while assisting other students in the class.	- Grade 6 student who is able to use an electronic communication device independently but who requires prompting to use it to communicate with his peers during cooperative work times - EA/ABA SW monitors the student's use of the device during specific class activities, prompting and assisting the student as needed while supporting other students in the class	- Grade 5 student who is able to complete most class activities independently but who experiences difficulty beginning assignments and prioritizing tasks - EA/ABA SW supports the student with breaking down longer assignments or projects into manageable chunks and with developing a prioritized personal work schedule

Level 3 - Examples

Priority 1 – Examples *Health Care*	Priority 2 – Examples *Self-Help*	Priority 2 – Examples *Behaviour*	Priority 2 – Examples *Sensory Access*	Priority 2 – Examples *Communication*	Examples *Instructional Support*
- Grade 2 student who is able to participate independently in most classroom activities and who requires some monitoring of medical needs during part of the school day - EA/ABA SW monitors the student's medical status while assisting other students in the class	- Grade 3 student who is able to participate in some classroom activities independently but who requires supervision and assistance to ensure his safety while eating his recess snack and his lunch - EA/ABA SW supervises the student during times in which the student is eating and provides assistance as needed	- Grade 8 student who is able to complete most academic tasks independently, who experiences significant difficulties with organization and who shuts down upon being presented with new assignments in his Science 8 class - EA/ABA SW supports the student in the use of coping strategies as needed during task start-up times	- Grade 5 student with significant cognitive delay in combination with a profound hearing loss and who uses a cochlear implant and FM equipment to access auditory information - EA/ABA SW supports the student's use of the equipment and fosters the development of the auditory verbal processing skills required for increased independent access of auditory information.	- Grade 10 student who uses an electronic communication device in combination with visual supports for communication and who experiences significant anxiety when beginning new academic tasks - EA/ABA SW monitors the student and provides supports as needed to support the student's use of the communication device and to prompt the student in the use of calming strategies as needed	- Grade 9 student with brain injury who is able to participate in most classroom activities independently but who requires assistance reviewing key concepts before writing tests in his Science 9 and Math 9 classes - EA/ABA SW supports the student in reviewing key concepts before the student writes Science 9 and Math 9 tests

Level 4 - Examples

Priority 1 – Examples *Health Care*	Priority 2 – Examples *Self-Help*	Priority 2 – Examples *Behaviour*	Priority 2 – Examples *Sensory Access*	Priority 2 – Examples *Communication*	Examples *Instructional Support*
- Grade 2 student who experiences seizures from time to time - EA/ABA SW monitors the student's medical status throughout the day with occasional close, side by side proximity	- Grade 3 student who travels in a wheelchair and who requires assistance with some tasks as a result of limited hand and arm mobility - EA/ABA SW monitors the student and provides assistance with tasks such as accessing textbooks and putting on and taking off his coat as needed throughout the school day	- Grade 1 student who makes frequent and inappropriate comments while the Classroom Teacher instructs the class - EA/ABA SW monitors the student and provides support in the use of strategies fostering the development of positive behaviours	- Grade 2 student who experiences significant developmental delay and who requires targeted and intensive sensory input. - EA/ABA SW facilitates the student's participation in a specifically designed sensory diet. The EA/ABA SW monitors the student's participation in classroom activities providing occasional assistance as needed	- Grade 3 student who uses a picture based communication system with support - EA/ABA SW monitors the student and provides support as needed to encourage the student's effective use of the communication system and to facilitate interactions between the student and his peers	- Kindergarten student who demonstrates limited school readiness skills - EA/ABA SW monitors the student and provides support as needed with listening activities, turn-taking with other students, and organizing personal belongings.

Level 5 - Examples

Priority 1 – Examples *Health Care*	Priority 2 – Examples *Self-Help*	Priority 2 – Examples *Behaviour*	Priority 2 – Examples *Sensory Access*	Priority 2 – Examples *Communication*	Examples *Instructional Support*
- Grade 1 student who is medically fragile, who experiences developmental delay, who travels in a wheelchair and who requires assistance with most tasks - EA/ABA SW is within close proximity of the student providing support with procedures such as positioning to facilitate breathing or to alleviate pain	- Grade 1 student who is medically fragile, who experiences developmental delay, who travels in a wheelchair and who requires assistance with most tasks - EA/ABA SW is within close proximity of the student providing support with mobility, toileting and feeding via G-tube	- Kindergarten student who demonstrates minimal school readiness skills in combination with significant difficulty managing frustration appropriately - EA/ABA SW is within close proximity of the student providing support in the use of strategies fostering the development of positive coping behaviours	- Grade 2 student who experiences hearing and vision loss, who has developmental delay, who is nonverbal and who travels in a wheelchair. - EA/ABA SW is within close proximity of the student providing environmental information and facilitating the student's participation in functional routines	- Kindergarten student who experiences developmental delay, is nonverbal and travels in a wheelchair - EA/ABA SW is within close proximity of the student providing support in the student's use of an object-based calendar system and in facilitating interactions between the student and his peers	- Grade 2 student who experiences significant developmental delay, who is nonverbal and who travels in a wheelchair - EA/ABA SW is within close proximity of the student facilitating learning opportunities in basic concepts via the student's participation in functional routines

EA/ABA SW Allocation Support Plan for Student

EA/ABA SW Allocation Planning Tool for Principals

Student Name: _____ Date of Birth: _____

Grade/Class: _____ School Year: _____

Function of Support	EA/ABA SW Proximity - 5 Levels	Student Independence Growth Plan
Priority 1 – Health Care For example: - Seizure management - Diabetes management - Medical procedures Specific details: _____ _____ _____ _____	Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐ Level 5 ☐	For example: - Goals to develop the student's ability to manage independently some aspects of his or her health care needs _____ _____ _____ _____ _____ _____
Priority 2 – Self-Help For example: - Toileting - Feeding - Mobility Specific details: _____ _____ _____ _____ _____	Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐ Level 5 ☐	For example: - Goals to develop the student's ability to participate in self-help activities and routines with increasing independence _____ _____ _____ _____ _____ _____
Priority 2 - Behavior For example: - Routines - Visual supports - Coping skills Specific details: _____ _____ _____ _____ _____	Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐ Level 5 ☐	For example: - Goals to develop the student's ability to participate in classroom activities successfully _____ _____ _____ _____ _____ _____
Priority 2 – Sensory Access For example: - Visual impairment - Hearing impairment - Sensory regulation (e.g., sensory diet Specific details: _____ _____ _____ _____ _____	Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐ Level 5 ☐	For example: - Goals to develop the student's ability to use compensatory skills (e.g., Braille and assistive technology competencies) _____ _____ _____ _____ _____
Priority 2 – Communication For example: - Functional communication skills - Augmentative and alternative communication Specific details: _____ _____ _____ _____ _____	Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐ Level 5 ☐	For example: - Goals to develop the student's functional communication skills _____ _____ _____ _____ _____ _____
Instructional Support For example: - Organization - Directions - Concept reinforcement Specific details: _____ _____ _____ _____ _____	Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐ Level 5 ☐	For example: - Goals to develop the student's ability to use compensatory skills (e.g., strategies for organization and assistive technology competencies) _____ _____ _____ _____ _____ _____